



Universidad
de Alcalá

GUÍA DOCENTE

La integración de los textos
literarios en la enseñanza del
inglés //

Integrating Literary Texts in
English Language Teaching//

**Grado en *Estudios Ingleses* /
Grado en *Lenguas Modernas y
Traducción***

Universidad de Alcalá

Curso Académico 2022/23

3er/4º Curso – 2º Cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	La integración de los textos literarios en la enseñanza del inglés / Integrating Literary Texts in English Language Teaching/
Código:	251069
Titulación en la que se imparte:	Estudios Ingleses / Lenguas Modernas y Traducción
Departamento y Área de Conocimiento:	Filología Moderna Filología Inglesa
Carácter:	Optativa
Créditos ECTS:	8
Curso y cuatrimestre:	3er-4ºcurso / 2º cuatrimestre
Profesorado:	Raquel Fernández Fernández
Horario de Tutoría:	Por determinar
Idioma en el que se imparte:	Inglés

1. COURSE SUMMARY

With the advent of bilingual education, there is a renewed interest in exploring the potential literature that may bring to the EFL classroom. This module aims to provide students of English and Translation studies with a comprehensive introduction to the use of literature in English language teaching, with an emphasis on Secondary Education and adults EFL classrooms. The module will be deeply rooted in current educational practices and needs, as well as in active methodologies which can incorporate literary texts as a valid resource in the teaching-learning process. Through experiential methodologies, based on dialogic and transactional teaching-learning practices, students will be asked to use their research and critical skills, their abilities to analyse literary texts, as well as their didactic abilities to make students enjoy literary texts at their most.

Prerequisites and recommendations:

Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired a level C1 in all four skills at the end of their 4th year. Students in their 3rd year, for their part, will be expected to be well on their way to achieving this advanced level of English in all four communicative skills.

2. AIMS

Generic competences:

1. Possess and understand knowledge in the area of English studies.
2. Apply the acquired knowledge to professional areas, developing competences related to the elaboration and defense of ideas, as well as problem-solving skills.
3. Be able to gather and interpret relevant data to give informed opinions based on appropriate evidence and careful reflection.
4. Transmit information, ideas, problems and solutions to both specialized and non-specialized audiences using English appropriately.
5. Develop the necessary learning abilities to continue academic study with a high degree of autonomy.

Subject specific competences:

At the end of the module students should be able to:

1. Show an advanced understanding of oral and written literary texts in English. (1.1)
2. Apply effective teaching strategies to integrate literary texts to favour learning in EFL learning in educational contexts (2.1)
3. Build well-grounded arguments about topics and texts, following scientific and academic conventions, using sufficient evidence to back up the arguments presented, and using adequate sources. (2.3)
4. Describe and analyse the literary elements, themes, styles and symbols used in literary works, and relate them to their context of production and reception. (3.1)
5. Identify linguistic strategies used to achieve successful communication (3.2)
6. Explain how social and cultural differences may affect the transmission and understanding of verbal messages and artistic manifestations (3.3)
7. Communicate in the English language, orally and in written form, with fluency and accuracy, in complex meaning-making activities (4.1)
8. Plan, structure and develop written essays and oral presentations in English, communicating ideas effectively and correctly. (4.3)
9. Participate in debates and group activities that foster critical thinking, showing attitudes of tolerance to social and cultural diversity, supporting human rights, gender equity, equal opportunities and universal access principles, as well as those values at the core of democracy and a peace culture. (4.4)
10. Plan and develop projects autonomously, determining the objectives, phases and necessary resources. (5.1)
11. Locate, choose, organise and evaluate relevant information, using appropriate bibliographical and electronic resources. (5.2)
12. Embrace specialized research on the use of literary texts in EFL contexts, showing abilities to formulate hypothesis and use an adequate methodology to reach valid conclusions. (5.3)

3. MODULE CONTENTS

Units	Hours
1. Literature in the English classroom: past and present uses	10 hours
2. The potential of literary texts for learning in ELT	11 hours
3. Planning lessons with literary texts	12 hours
4. Delivery and evaluation of lessons integrating literature	12 hours

The instructor will provide a detailed program for each unit at the beginning of the course. Students must be aware that, although every unit specified in the syllabus will be covered in the course, the hours assigned for each unit are tentative. Therefore, the instructor might vary the time dedicated to each unit in order to properly attend the learning needs of the group.

4. TEACHING AND LEARNING METHODS

The teaching methodology will rely heavily on experiential learning, with an emphasis on dialogic and transactional strategies which promote critical reading, discussion, materials development and evaluation of students' work. In-class sessions will be devoted to lectures, seminars, class discussion, critical reading and oral presentations. Module time is devoted to lectures, seminars, class discussions, critical reading, critical writing and oral presentations. Also, students will be encouraged to work in groups to create and implement a number of projects. The course instructor will offer general guidance and supervision in class for the completion of the final assignment. Students are expected to read the set texts before they are discussed in the seminars. There can be no substitute for reading the original work and it is the students' response to and knowledge of those works that mainly matter.

Student workload: 200 hours

Class-contact hours: 50	45 one-hour whole group sessions, 2 workshops and 1 small-group tutorial
Independent learning: 150	This time includes studying lecture notes, reading literary texts, seminar preparation, which involves fulfilment of [type]written assignments, researching, working with

	other students to co-produce the assignments and exam preparation.
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Learning activities

Face-to-face hours	<ul style="list-style-type: none"> • Lectures • Individual and group work • Oral presentations • Debates • Reading and written activities • Dialogic talks
Written assignments	<ul style="list-style-type: none"> • The written assignments will help students to put into practice the formal and research conventions of academic writing in a literary context.
Oral presentations	<ul style="list-style-type: none"> • Students will present their work, sharing their informed conclusions and projects, generating debate and promoting critical thinking.
Tutorials / workshops	<ul style="list-style-type: none"> • Students will attend 2 workshops throughout the semester and 1 small-group tutorial.

Materials and resources

Materials and resources for this module are composed of a range of literary texts (short stories, poetry and excerpts from novels and drama texts). Depending on the circumstances, students will be assigned a novel to be read during the term. When possible, copies of the material will be provided by the instructor. Students should be responsible for purchasing reading materials not available in open format.

All contents will be uploaded to the Blackboard Platform, which will also serve to promote asynchronous communication via email or forums, and to evaluate students' performance.

5. ASSESSMENT

Assessment criteria

Students should have a passing grade in each of the competences specified in the assessment criteria. For students following ongoing assessment, these competences will be evaluated using different assessment tools throughout the module.

1. Value and support the use of literary texts in the EFL classroom as resources that promote language learning, but also support democratic values, such as equity and peace.

2. Select appropriate literary works to be integrated into the curriculum (secondary, adults, etc.) in the EFL classroom.
3. Design an educational project based on one or more literary texts, showing adequate learning goals, methodology, and assessment criteria.
4. Communicate appropriately, both in oral and written form, in English at a minimum level of B2 (CEFRL).
5. Participate in debates and forums, showing an attitude of respect and tolerance, building on others' ideas and generating knowledge.
6. Demonstrate an awareness of historical, social and cultural elements in the implementation of literary texts in ELT, with a special emphasis on the development of students' intercultural competence.
7. Present oral and written works in an academic format, showing coherence, accuracy and demonstrating professional skills in the area.
8. Develop and demonstrate critical thinking skills, presenting arguments with appropriate evidence.

Assessment tools

Students following continuous assessment should attend a minimum 80% of the class hours. Students will be assessed using the following assessment tools:

- Attendance and active participation in sessions (20%)
- Final project/Micro-teaching written project (40%)
- Oral presentations (40%)

According to students' characteristics and needs, the assessment tools may be slightly modified. Any modifications will be communicated to students in advance.

Students are warned that plagiarism will not be tolerated. The ideas from other sources, **regardless of whether they are quoted, summarized or paraphrased**, must be documented adequately. According to article 34 of the University regulation on evaluation, any plagiarism found in the final version of a paper will be penalised and could result in the failure of the module. The teacher will provide students with assessment cover sheets for written work, which certifies that their submitted work is entirely their own or appropriately referenced.

Grading criteria

The final grade of the students will depend on their active and valuable participation in class, their performance in the written exam, and written assignments. Likewise, their final grade will be based on the following grading criteria:

- **Outstanding (MH):** Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been fulfilled to an exceptionally high level. The written assignments show that students have read and thought at a level well beyond what is expected in the module. Students attend lectures and are always well-prepared for discussion in seminars.
- **Excellent (Sobresaliente):** Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been fulfilled to a very high standard and most at an exceptionally high level. The written assignments show all or most of the appropriate characteristics expected for this type of work. Students

attend lectures are practically always well-prepared for discussion in seminars, with almost no absences.

- **Very Good (Notable):** Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been fulfilled at a good or very good standard. The written assignments show a good knowledge of the primary texts and the relevant context; they have a good foundation in the prescribed reading and build on ideas put forward in lectures and seminars. Students attend lectures and seminars, with few absences, and have done most of the preparation.
- **Satisfactory (Aprobado):** Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. The written assignments show some of the appropriate characteristics in relation to content, illustration, organisation and expression. Students are present in lectures and seminars, with few absences, and occasionally contribute to discussions.
- **Fail (Suspenso):** Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. The written assignments show limited understanding of the primary texts and/or minimal research. Students have multiple absences and when they come, they are often not prepared or they do not say much.

Final evaluation

In accordance with the University regulation on evaluation, for those students who are not able to follow the continuous assessment scheme there will be the following assessment tools:

- Exam (40%)
- Final project (40%)
- Analysis of lesson plan/Creation of resources (live presentation or video) (20%)

The exam may include objective test questions, short answer questions and discussion questions. Students who fail the ongoing evaluation cannot sit this final exam in May.

Resit

There will be a resit opportunity at the end of the second semester. Students who failed the subject in the ordinary call will be contacted by the instructor to study their case in detail. Students may re-submit those activities they failed on.

If students did not use the ordinary call, the assessment mode will be following the final evaluation procedure stated above, with an exam (40%), final project (40%) and the analysis of a lesson plan/ creation of resources (20%).

6. BIBLIOGRAPHY

The literary reading list for the module will be disclosed to students at the beginning of the course.

Bland, Janice, ed. (2018). *Using Literature in English Language Education: Challenging Reading for 8 -18 Years Old*. Bloomsbury.

Carter, Ronald and John McRae, eds. (1996). *Language, Literature and the Learner: Creative Classroom Practice*. Longman.

Clements, James (2018). *Teaching English by the Book: Putting Literature at the Heart of the Primary Curriculum*. Routledge.

Corbett, P. (2016). *Talk for Writing in the Early Years: How to teach story and rhyme, involving families 2- 5 years*. Open University Press.

Fernández Fernández, R. (2008). *El uso de la literatura en la enseñanza del inglés como lengua extranjera*. @becedario.

Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning*. Heinemann.

McRae, J. (1991). *Literature with a Small "l"*. Macmillan.

Parkinson, B. and Thomas, H.R. (2000) *Teaching Literature in a Second Language*. Edinburgh University Press.

Paran, A., and Robinson, P. C. (2016). *Literature. Into the classroom*. Oxford University Press.

Tomlinson, B. (Ed.) (2003). *Developing materials for language teaching*. Continuum.

Rosenblatt, L. M. (1995/1938). *Literature as Exploration*. Modern Language Association. 5th Edition

Rosenblatt, L.M. (2005). *Making Meaning with Texts. Selected Essays*. Heinemann.

Winch, G. et. al. (2010). *Literacy reading, writing & children's literature*. Oxford University Press.

7. ADDITIONAL PROVISION

The University of Alcalá guarantees that if, due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.